Ministry of Education

Plan for 2014-15

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Government of Saskatchewan

Statement from the Minister

The Honourable
Don Morgan, Q.C.
Minister of Education

I am pleased to present my Ministry's Plan for 2014-15. The Government's Direction and Budget for 2014-15 are built on the principle of *Steady Growth* to support a continued focus on sound economic growth and shared prosperity. In this plan we identify how the Ministry of Education aligns with this direction and supports the Saskatchewan Plan for Growth.

A growing economy requires a well-educated and highly skilled workforce. High school completion is one of the foundations for further education, training and employment opportunities.

From early years to graduation, the path to student success needs to be personalized for each student - by name, by strength and by need. Student First is an approach that will help the education sector in meeting the targets identified in the Plan for Growth. It is not a new initiative, but rather an approach that will put the student front and centre where, as an education sector, we ask every day, in everything we do: *"What difference does it make for the student?"* and *"How can we work together to achieve this?"*

The development of an Education Sector Strategic Plan will bring coherence and alignment to the priorities of the Government, the Ministry, the sector and the classroom.

The Ministry will report on the progress made toward the Plan for 2014-15, within the financial parameters provided, in the Ministry's Annual Report.

Response to Government Direction

The Government is committed to establishing Saskatchewan as the best place to live, work and raise a family.

In October 2013, the first progress report on the *Saskatchewan Plan for Growth – Vision 2020 and Beyond* was released. Saskatchewan's growth is strong and steady. As Saskatchewan continues to move forward, the Government will support growth in 2014-15 through investing in people and needed infrastructure, encouraging economic growth, and through sound policy and financial decisions.

Saskatchewan's Vision

"... to be the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life."

Sustaining growth and opportunities for Saskatchewan people	Meeting the challenges of growth	Securing a better quality of life for all Saskatchewan people	Delivering responsive and responsible government

Government's vision and four goals provide the framework for ministries, agencies and third parties to align their programs and services to these priorities and meet the needs of Saskatchewan's citizens.

All ministries and agencies will report on progress in their 2014-15 annual reports. This supports Government's commitment to keep its promises and ensures greater transparency and accountability to the people of Saskatchewan.

Mission, Strategies and Actions

Mission Statement

The Ministry of Education provides strategic, innovative, and collaborative leadership to the early years, Prekindergarten through Grade 12 education, literacy and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth and improved literacy skills for all, as a foundation of the Province's social and economic growth.

Strategy Deployment throughout Saskatchewan's education sector

The process used to develop this plan represents a significant shift in the way strategic planning has historically been done throughout Saskatchewan's PreK-12 education sector. This plan is an education sector plan, developed by a wide range of education partners including the Ministry, school division administrators, elected school board members, First Nations partners, Métis partners, and several other organizations. Staff at all levels in these organizations participated in developing this shared plan that will produce positive results for all Saskatchewan children and youth.

This is the start of a process that will help set the direction for the education sector as a whole for 2014 to 2020. This type of sector-wide planning is in its initial cycle and, as a result, the 2014-15 plan focuses more narrowly on the PreK-12 education sector. The libraries and literacy sector plays a key role in contributing to the development of Saskatchewan residents' literacy skills, as well as supporting lifelong learning and student success. Moving forward, the sector planning process will widen to include public libraries and literacy organizations, capitalizing on province-wide co-operation which has put Saskatchewan learners at the forefront through initiatives such as the Saskatchewan Single Integrated Library System, the Saskatchewan public library One Card, universal interlibrary loan, summer reading programs and the Saskatchewan Community Literacy Fund.

As part of this first cycle, education sector leaders developed the following enduring strategies that support a Student First approach that puts the student front and centre to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school. They also reflect a commitment to achieving targets laid out in the *Saskatchewan Plan for Growth*.

Culturally relevant and engaging curriculum	Differentiated, high-quality instruction	Culturally appropriate and authentic assessment *	Targeted and relevant professional learning	Strong family, school and community partnerships	Alignment of human, physical, and fiscal resources

** Existing assessments will be confirmed, and new assessments will be developed, collaboratively by teachers, the sector and the Ministry.*

During this process, education sector leaders identified two areas in which they would like to see a breakthrough in improvement in 2014-15. These are:

- identify and implement a unified set of provincial high-impact reading assessment, instruction and intervention strategies in 2014-15 (strategies will be identified collaboratively by teachers, the sector and the Ministry); and,
- in partnership with First Nations and Métis (FNM) stakeholders, develop a FNM student achievement initiative.

The successful implementation of these initiatives is expected to affect the six-year outcomes that were also identified during the process.

Photo Credit: Ministry of Education

2014-15 PreK-12 Education Sector Plan		
Long-term Outcomes	**Improvement Targets**	**2014-15 Actions**

By June 2020, 80% of students will be at grade level or above in reading, writing and math.
 	
Measure: *being developed – same measures as improvement targets*
	• By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.
	
	Measure: *being developed*
	
	• By June 2018, 80% of grades 5 and 8 students will be proficient on identified numeracy outcomes on the provincial math assessment (developed collaboratively by teachers, the sector and the Ministry).
	
	Measure: *being developed*
	
	• By June 2020, at least 80% of grades 4, 7 and 10 students will be proficient on the provincial writing assessment (developed collaboratively by teachers, the sector and the Ministry).
	
	Measure: *being developed*
		Desired breakthrough in improvement:
		
		Identify and implement a unified set of provincial high-impact reading assessment, instruction and intervention strategies in 2014-15. (Strategies will be identified collaboratively by teachers, the sector and the Ministry).
		
		• Develop consistent administration, collation, and reporting practices across all school divisions, and collect baseline data on reading levels of all Grade 3 students.
		• Develop and distribute an instructional practices model (K-12) for reading to support students reading at or above grade level.
		• Develop a sector reading strategy for best practice in reading, including instructional strategies, assessment and intervention for implementation in grades 1-3.
		• Create provincial and school division reading literacy teams for grades 1-3 to:
		  • identify needs within school divisions;
		  • provide professional development in school divisions as needed; and,
		  • provide resources needed to support models for learning such as literacy coaches.
		• Initiate formal discussions with teachers and post-secondary institutions to establish a partnership to examine teacher training programs.

Photo Credit: Royal Saskatchewan Museum, Photo by Harold Bryant, Mosasaur at the RSM

2014-15 PreK-12 Education Sector Strategic Plan		
Long-term Outcomes	**Improvement Targets**	**2014-15 Actions**
By June 2020, collaboration between FNM and non-FNM partners will result in significant improvement in the achievement and graduation rates of FNM students. ***Measures:*** *Proportion of secondary-level self-identified First Nations, Métis and Inuit/Inuk (FNMI) students in all schools attaining 5-7 or 8 or more credits per year* *On-time, extended time, and eventual graduation rates of self-identified FNMI students completing Grade 12 in the year shown*	• Per year, achieve an increase (target being developed) in the graduation rate of FNM students. ***Measure:*** *On-time, extended time, and eventual graduation rates of self-identified FNMI students completing Grade 12 in the year shown*	**Desired breakthrough in improvement:** **In partnership with FNM stakeholders, develop a FNM student achievement initiative.** • Engage First Nations and Métis leaders to develop partnerships and plans in order to increase achievement and graduation rates of First Nations, Métis and Inuit/Inuk (FNMI) students. (Note: it is expected that this initiative will also improve achievement and graduation rates of Inuit/Inuk students.) • Develop a governance model and transition plan to support development of the FNM student achievement initiative. • Determine the applicability to Saskatchewan of an indigenous education model that has demonstrated exceptional success in increasing student engagement, achievement and graduation rates in that country. • Establish a professional development program to support teachers in culturally responsive pedagogy. • Provide professional development to support in-school and system-based leaders. • Continue development of outcomes-based curricula that supports student learning and provides direction to teachers. • Work with teachers and school divisions to develop a plan for curriculum, instruction and evaluation that is linked to sector priorities.

Photo Credit: Ministry of Education

2014-15 PreK-12 Education Sector Strategic Plan		
Long-term Outcomes	**Improvement Targets**	**2014-15 Actions**
By 2020, Saskatchewan's graduation rate will be 85%. ***Measure:*** *On-time graduation rates – Saskatchewan, the provinces and territories (Source: Statistics Canada)*	• Per year, achieve a 3% total increase in the provincial graduation rate. ***Measure:*** *On-time, extended time, and eventual graduation rates of students completing Grade 12 in the year shown (disaggregated by all, non-FNMI, and FNMI students)* • By June 2020, all students report high levels of engagement in their learning. ***Measure:*** *being developed*	• Review provincial high school graduation requirements and develop alternate pathways and supports to graduation that include increased opportunities such as off campus education, credit/outcome recovery, and hands-on learning. • Develop a *MyBlueprint* database, to be used by students entering Grade 9 to develop a 'graduation and transition from high school plan', and test the database at pilot sites in preparation for a provincial roll out in 2015-16. • Analyze data regarding transition of students between grades 7 and 10 and develop a middle years transition action plan for improvement.

2014-15 PreK-12 Education Sector Strategic Plan		
Long-term Outcomes	**Improvement Targets**	**2014-15 Actions**
By June 2020, 90% of students exiting Kindergarten will score within the appropriate range in 4 of the 5 domains as measured by the Early Years Evaluation (EYE). ***Measure:*** *being developed*	• By June 2015, baseline data will be established through administration of the EYE to all Kindergarten students. ***Measure:*** *baseline data is available* • By June 2015, align the work of the Education Sector Strategic Plan (ESSP) with the Saskatchewan Child and Family Agenda (SCFA) interministry table. ***Measure:*** *progress toward aligning the work of the ESSP with the SCFA*	• Gather provincial baseline data through administration of the EYE Teacher Assessment of Kindergarten students and conduct analysis of the data to inform provincial, division and school-level programs and supports. ***Measure:*** *Baseline EYE data is collected and targets set* • The SCFA interministry table will work to address policies that impact programs and services for children.

Photo Credit: Tourism Saskatchewan, Greg Huszar Photography, Over the Hill Orchards

The previous actions represent the strategic plan of the entire PreK-12 education sector in Saskatchewan. The actions below speak specifically to the 2014-15 operational plan of the Ministry of Education.

Government Goals	2014-15 Ministry of Education Operational Plan	
	Focus	**2014-15 Actions**

Meeting the challenges of growth	Infrastructure	• Invest $96.2 million in school capital funding to:
		  • complete the currently approved projects;
		  • provide funding for the Preventative Maintenance and Renewal Program;
		  • provide relocatable classrooms;
		  • address emergent infrastructure concerns;
		  • provide additional space for child care and PreK programs in educational facilities; and,
		  • proceed with the delivery of nine new joint-use elementary schools in the province.

Securing a better quality of life for all Saskatchewan people	Early learning	• Increase early learning and child care spaces by allocating 500 new child care spaces as the Ministry works toward government's commitment of 2,000 new spaces by March 2016. ***Measure:*** *Number of licensed child care spaces in Saskatchewan and number of facilities in compliance with regulations* • Expand PreK programs with an emphasis on improved support for vulnerable children by providing funding for 15 new PreK programs. ***Measure:*** *Number of PreK programs and spaces targeted at vulnerable communities and children, funded by the Ministry of Education*
	First Nations education	• Expand the Invitational Shared Services initiative through development of partnerships between First Nations education organizations and school divisions to provide supports to students living on reserve and to teachers, as part of government's response to the FSIN-SK Joint Task Force on Improving Education and Employment Outcomes.
	Public libraries and literacy	• Increase public library investments to ensure children and their families can access the community resources they need to learn and grow through reading. • Provide province-wide access to early literacy digital resources and develop an outcomes measurement framework to assess their effect on reading readiness and retention. • In partnership with the library community, develop a reporting and measurement tool for local, system and provincial public library services. • Focus adult and family literacy programming, taking into consideration community needs and government priorities. • Lead the development of a client-focused interministry provincial literacy strategy documenting existing programs and services, signaling opportunities for co-operation and identifying areas for new development.

Photo Credit: Tourism Saskatoon, City of Bridges

Securing a better quality of life for all Saskatchewan people	Student safety and support	• Continue implementation of the recommendations from the Action Plan to Address Bullying and Cyber-Bullying including implementing and supporting an online reporting tool as well as a 24/7 Crisis Line, to allow reporting of bullying incidents. • Work with school divisions to address recommendations in Volume 2 of the Provincial Auditor's 2012 Report regarding transporting students safely. • Provide supports for immigration and English as an Additional Language students and their teachers.
	Opportunities for learning	• Work with school division directors of education to identify schools or school divisions that are interested in establishing online exchange programs and long term co-operative relationships with schools or school divisions in Jilin, China, in accordance with Saskatchewan's Memorandum of Understanding with Jilin.
Delivering responsive and responsible government	Legislative	• In collaboration with education partners create a transition committee, and introduce legislation, to support the establishment of a professional, self-regulating entity for the teaching profession.

	Education funding	• Expand the review of the education funding model to include these components:
		  • students paying tuition to attend provincially funded Saskatchewan schools; and,
		  • funding provided to school divisions on a 'per school' basis.

Performance Measures

Measure

15-year-old student performance in math, reading and science in the Programme for International Student Assessment (PISA)

	Canada		Sask		United States		OECD	
Math	**2000: (baseline):**	533	**2000:**	525				
	2003:	532	**2003:**	516				
	2006:	527	**2006:**	507				
	2009:	527	**2009:**	506				
	2012:	518	**2012:**	506	**2012:**	481	**2012:**	494
Reading	**2000: (baseline):**	534	**2000:**	529				
	2003:	528	**2003:**	512				
	2006:	527	**2006:**	507				
	2009:	524	**2009:**	504				
	2012:	523	**2012:**	505	**2012:**	498	**2012:**	496
Science	**2000: (baseline):**	529	**2000:**	522				
	2003:	519	**2003:**	506				
	2006:	534	**2006:**	517				
	2009:	529	**2009:**	513				
	2012:	525	**2012:**	516	**2012:**	497	**2012:**	501

Source - 2000 and 2003 data: Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005
Source – 2006, 2009, 2012 data: Statistics Canada (2007, 2010, 2013), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics

Measure Description

The PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD). It is designed to provide policy-oriented international indicators of the skills and knowledge of 15-year-old students and sheds light on a range of factors that contribute to successful students, schools and education systems.

The PISA study measures skills that are generally recognized as key outcomes of the educational process and are believed to be pre-requisites to efficient learning in adulthood and for full participation in society. The scales, which are used to arrive at overall reading, mathematics and science scores, were standardized to produce an international average of 500, with 2/3 of student scores between 400 and 600.

In Canada, approximately 21,000 15-year-olds from about 900 schools across the ten provinces participated in PISA 2012.

This measure shows that Saskatchewan 15-year-olds improved in two of the three domains, but continue to perform statistically significantly below the Canadian average.

Photo Credit: Tourism Saskatchewan, Greg Huszar Photography, Jones Peak, near Eastend

The Education Act, 1995 directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. Many factors influence student performance and require the Ministry and the education sector to work collaboratively with other partners such as the ministries of Health, Social Services and Justice, to address complex issues.

The Ministry's role in improving these results is to develop curricula that engage students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Student First approach, launched in the fall of 2013, is an integral part of the education sector's plan to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school.

For more information go to http://www.education.gov.sk.ca/AFL/National-International

Photo Credit: Tourism Saskatchewan, Greg Huszar Photography, Jones Peak, near Eastend

Measure

Proportion of secondary students attaining 5-7 or 8 or more credits per year.

Year (at June 30)	Proportion earning 8 or more credits per year [1]						Proportion earning 5-7 credits per year [2]					
	All	FNMI [3]	Non-FNMI [4]	Rural	Urban	North	All	FNMI	Non-FNMI	Rural	Urban	North
2009 (baseline)	59.9	24.5	70.1	69.8	58.7	19.4	16.5	17.9	16.1	14.2	17.8	16.0
2010	59.4	25.0	70.0	69.4	58.3	19.9	16.2	17.9	15.7	14.5	17.1	15.2
2011	59.5	25.2	69.3	69.1	57.8	20.8	16.2	17.5	15.9	15.0	16.8	16.1
2012	58.3	27.5	67.1	66.1	57.3	22.7	14.3	17.9	13.3	12.3	15.1	16.2
2013	60.7	28.8	70.2	69.6	59.9	22.8	16.1	17.7	15.6	14.7	16.6	18.4

[1] On track for graduation within 3 years.
[2] On track for graduation within 5 years.
[3] FNMI students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk.
[4] Non-FNMI students are those who do not identify themselves to be FNMI, and may include FNMI students who choose not to self-identify.

NOTES:

Data includes students in provincially funded, Historical High schools, and First Nations schools.

Only students who are active on September 30 are included. Other students enroll after September 30 and complete credits (or don't complete credits), but they are not included in this measure.

Students in Functionally Integrated or Special Education programs are excluded. Students enrolled outside provincial school divisions who are in Adult Secondary programs are excluded. Home-based education students and students in custody and care schools are excluded. Students in Regular 24 Credit programs (English, Fransaskois or French Immersion), Alternative Education (English or French) programs are included.

Students that have achieved Grade 12 standing in years previous to the specified year are excluded.

Numbers may differ from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the System.

Source: Ministry of Education, Student Data System (data generated February 2014)

Measure Description

Saskatchewan secondary students must accumulate at least 24 secondary-level credits in order to graduate. This means that to graduate within three years after beginning Grade 10, students must accumulate an average of eight credits per year. This measure indicates that approximately 60% of Saskatchewan secondary students are on track to graduate within three years; this rate has been relatively stable for the past five years. An additional 16% of secondary students are on track to graduate within five years, also a relatively stable trend.

The Education Act, 1995 directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. Many factors influence student performance and require the Ministry and the education sector to work collaboratively with other partners such as the ministries of Health, Social Services and Justice, to address complex issues.

The Ministry's role in improving these results is to develop curricula that engage students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Student First approach, launched in the fall of 2013, is an integral part of the education sector's plan to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school.

For more information go to http://www.education.gov.sk.ca/IMS

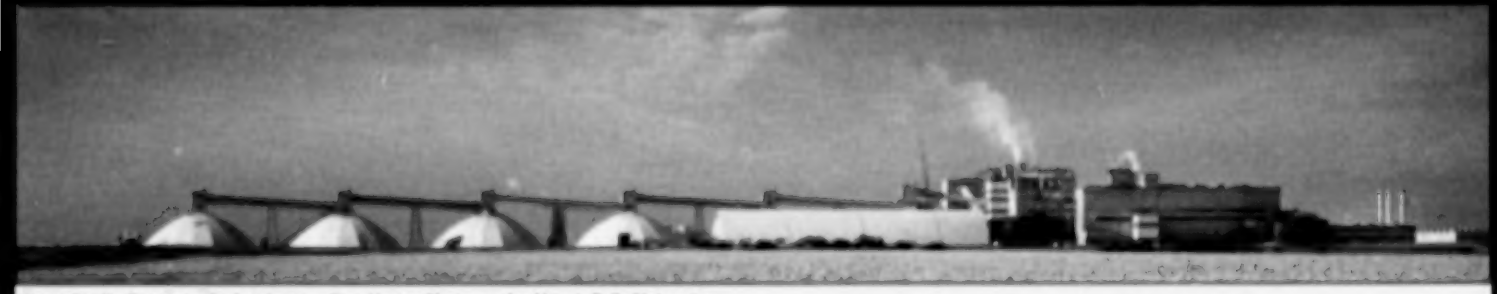

Photo Credit: Enterprise Saskatchewan, Greg Huszar Photography, Mosaic Belle Plaine site

Measure

On-time, extended time, and eventual graduation rates of students completing Grade 12 in the years shown (June 2011 to June 2013)

Completing Grade 12	On-time (Within 3 years)				Extended (Within 5 years)				Eventual (Within 8 years or more)			
	All	Non-FNMI[1]	FNMI[2]	Disparity	All	Non-FNMI	FNMI	Disparity	All	Non-FNMI	FNMI	Disparity
June 2011 (baseline)	72.7	81.8	32.9	48.9	81.3	87.9	48.5	39.4	82.9	87.7	54.4	33.3
June 2012	73.7	82.9	35.9	47.0	81.2	88.0	49.7	38.3	83.5	87.9	55.5	32.4
June 2013	74.8	83.9	37.4	43.5	80.1	87.0	50.0	37.0	82.4	87.4	54.9	32.5

[1] Non-FNMI students are those who do not identify themselves to be First Nation (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk (FNMI), and may include FNMI students who choose not to self-identify.
[2] FNMI students are those who choose to self-identify as FNMI.

NOTES:

On-time graduation rates are calculated as the percentage of students who complete Grade 12 within 3 years of 'starting' Grade 10. For example, June 2013 on-time graduation rates would be the percentage of students who 'started' Grade 10 in 2010-11 who completed by June 2013.

Extended-time graduation rates are calculated as the percentage of students who complete Grade 12 within 5 years of 'starting' Grade 10 (and include those who graduate on-time). For example, June 2013 extended-time graduation rates would be the percentage of students who 'started' Grade 10 in 2008-09 who completed by June 2013.

Eventual graduation rates are calculated as the percentage of students who complete Grade 12 at any time after 'starting' Grade 10 (and include those who graduate on-time or within extended time). Eventual graduation rates shown in the table are for the cohorts of students who have had at least 8 years to graduate from the 'start' of Grade 10. For example, June 2013 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2005-06 who completed by June 2013.

Data includes students in provincially funded, independent and First Nations schools.

Students are assigned to a Grade 10 start year cohort (group) in the year that they are registered in Grade 10 and achieve at least two marks (pass or fail). Students enrolled in Grade 9 are not included in Grade 10 cohorts even if registered in Grade 10 courses. Students who began in a regular 24-credit policy program and transfer to alternative education, functional integrated, or Adult 12 programs remain in the original Grade 10 cohort.

Students enrolled in functional integrated programs and those with alternative education Grade 10 standing are excluded from the Grade 10 cohort.

Students are removed from the cohort if they move out-of-country, or move out-of-province before they graduate Grade 12 (that is, they are considered not to be in the cohort and do not affect the graduation rate).

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs.

Numbers may differ slightly from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the System.

Source: Ministry of Education, Student Data System (Data 'not frozen' run on September 5, 2013)

Measure Description

Almost three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate, and continue in school longer than the typical three years after beginning Grade 10.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, achieving equitable graduation rates between FNMI and non-FNMI learners is an economic, social, and ethical necessity. This measure reflects the persistence of Saskatchewan students in achieving Grade 12 graduation. The provincial rate continues to remain relatively stable. Of note is the substantial improvement in the on-time graduation rate of FNMI students between June 2011 and June 2013.

Photo Credit: Ministry of Parks, Culture and Sport, Greg Huszar Photography, Nesslin Lake Campground

The Education Act, 1995 directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. Many factors influence student performance and require the Ministry and the education sector to work collaboratively with other partners such as the ministries of Health, Social Services and Justice, to address complex issues.

The Ministry's role in improving these results is to develop curricula that engage students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Student First approach, launched in the fall of 2013, is an integral part of the education sector's plan to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school.

For more information go to http://www.education.gov.sk.ca/IMS

Photo Credit: Ministry of Advanced Education, Employment and Immigration

Measure

On-time graduation rates – Saskatchewan, the provinces and territories

	Graduation Year	
	June 2009 (baseline)	**June 2010**
Alberta	67	68
British Columbia	73	75
Canada	72	74
Manitoba	71	72
New Brunswick	81	82 [1]
Nfld & Labrador	73	76
Northwest Territories	31	30
Nova Scotia	81	82 [1]
Nunavut	14	16
Ontario	78	80
Prince Edward Island	76	75
Quebec	63	63
Saskatchewan	68	69
Yukon Territories	56	64

[1] New Brunswick and Nova Scotia continue to lead the country in graduation rates at June 30, 2010.

NOTE:
Data in this table may be different from provincial data sources due to different definitions and methods used by Statistics Canada to ensure jurisdictions in Canada are comparable. Statistics Canada notes that comparisons between jurisdictions should be made with care due to differences in methodology. 2010 data is the most recent data available.
Source: 2010 Data: Statistics Canada, (2013). Elementary-Secondary Education Survey Catalogue no. 81-604-X, Table A.2.2

Measure Description

At the national level, Saskatchewan's graduation rate ranks below the Canadian graduation rate and sixth out of 13 Canadian jurisdictions. This rate is lower than the graduation rate as calculated by Saskatchewan because, as noted above, different definitions and methods are used by Statistics Canada to provide some level of comparability among the jurisdictions.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. This measure demonstrates that significant effort is required in order to achieve the target of leading the country in graduation rates as committed to in Saskatchewan's Plan for Growth.

The Education Act, 1995 directly delegates responsibility for specific aspects of education to the Minister of Education and for other aspects to boards of education. Many factors influence student performance and require the Ministry and the education sector to work collaboratively with other partners such as the ministries of Health, Social Services and Justice, to address complex issues.

The Ministry's role in achieving this target is to develop curricula that engage students, to provide supports to teachers and students, and to provide funding for PreK-12 programs and services that are delivered by sector partners. The Student First approach, launched in the fall of 2013, is an integral part of the education sector's plan to ensure that all students in Saskatchewan, in every corner of the province, have the education and skills to succeed when they graduate from high school.

Ministry of Parks, Culture and Sport, Greg Huszar Photography, Motherwell Homestead National Historic Site of Canada

Measure

Number of Prekindergarten (PreK) programs and spaces targeted at vulnerable communities and children, funded by the Ministry of Education

	Number of PreK programs/spaces FUNDED	Number of funded program/ spaces IN OPERATION at September 1
1997 (baseline)	26 / 416	26 / 416
2008	193 / 3,088	190 / 3,040
2009	212 / 3,392	212 / 3,392
2010	230 / 3,680	227 / 3,632
2011	271 / 4,336	266 / 4,256
2012	286 / 4,576	283 / 4,528
2013	301 / 4,816	300 / 4,800

Source: Ministry of Education, Early Years Branch

Measure Description

Saskatchewan's Prekindergarten programs provide vulnerable 3- and 4-year old children with developmentally appropriate programming. Programming focuses on fostering social development and self esteem, nurturing educational growth and school success, promoting language development, and engaging families. As well, PreK programs work toward equitable achievement of outcomes for First Nations, Métis and Inuit students. Recent data indicate that there are approximately 7,200 vulnerable 3- and 4-year olds in Saskatchewan. In collaboration with school divisions, the Ministry selects the highest needs communities and neighbourhoods for placement of PreK programs.

This measure reflects the Ministry's commitment to preparing vulnerable children for success in their learning experience by increasing the number of spaces in PreK programs by 58% since 2008. The number of PreK programs in operation can be impacted by circumstances such as delays in construction, over which the Ministry has limited control.

In addition to funding, the Ministry's role is to provide guidelines, professional development, and consultative support. For more information go to: www.education.gov.sk.ca/ELCC

Photo Credit: Ministry of Parks, Culture, and Sport, photo by Paul Austring, Blue Sky over Duck Mountain

Measure

Number of licensed child care spaces in Saskatchewan and proportion of licensed child care facilities in compliance with regulations

Fiscal Year	NEW SPACES BUDGETED IN FISCAL YEAR	SPACES IN OPERATION at March 31	% of Facilities in Compliance [1]	SPACES IN DEVELOPMENT at March 31	SPACES IN OPERATION & DEVELOPMENT at March 31	Annual Change	
						New Spaces in Operation	Per Cent
2005-06 (baseline)	500	8,712 (baseline)	--	Not available	--	--	--
2006-07	250	8,850	--	Not available	8,850 (in op)	138	1.6%
2007-08	1,000	9,173	--	387	9,560	323	3.6%
2008-09	700	9,699	--	536	10,235	526	5.7%
2009-10	1,500	10,848	--	1,231	12,079	1,149	11.8%
2010-11	235	11,761	--	452	12,213	913	8.4%
2011-12	500	12,275	99.0%	565	12,840	514	4.4%
2012-13	500	12,772	97.4%	1,087	13,859	497	4.0%

[1] *Compliance reporting began with 2011-12. The compliance calculation changed slightly with 2012-13, from counting 'new' provisional licenses issued within the said period to counting all 'active' provisional licenses within the said period. In 2012-13, the average annual compliance rate for child care facilities is calculated as the sum of the (monthly active provisional licenses for all facilities divided by the sum of the monthly total of licensed facilities x 100) subtracted from 100.*

Source: Ministry of Education, Early Learning and Child Care System

Measure Description

Two trends in western Canada are combining to increase the demand for child care services. The first is an increase in the number of births and therefore an increase in the number of young children; and the second is a booming labour market that is attractive to parents of young children. [*Western Policy Analyst*, Vol 5 Issue 1, October 2013] High quality child care services promote optimal child growth and development, and they contribute to Saskatchewan's economy by enabling parents to actively participate in the labour force, or to seek further education and training. This measure reflects the extent to which the Ministry assists families and children needing licensed early learning and child care services. The number of child care spaces in operation and in development has increased by more than 56 per cent since March 31, 2006.

The Ministry licenses, monitors, provides funding and supports the operation of child care facilities in accordance with established regulations, and funds development of new child care spaces. It also provides policy and program direction, advice and professional and evaluation supports related to licensed child care. The number of licensed child care spaces in operation is impacted by circumstances such as the closure of facilities or delays in construction, over which the Ministry has limited control.

Through its regular monitoring process, and through complaints received from parents and others, the Ministry may become aware of licensed child care centres and family child care homes operating in non-compliance with the *Child Care Regulations, 2001*. In 2012-13 there were approximately 509 licensed child care facilities, of which 97.4% were in compliance.

For more information go to: http://www.education.gov.sk.ca/ELCC.

Financial Summary

2014-15 Estimates	(in thousands of dollars)
Central Management and Services	18,918
K-12 Education	1,337,746
Early Years	65,647
Literacy	2,769
Provincial Library	12,722
Appropriation	**1,437,802**
Capital Asset Acquisitions	(21,133)
Non-Appropriated Expense Adjustment	1,100
Expense	**1,417,769**
Teachers' Pensions and Benefits	340,085
Total Expense	**1,757,854**
Total Appropriation	**1,777,887**

FTE Staff Complement	299.0

For more information, see the Budget Estimates at: http://www.saskatchewan.ca/budget

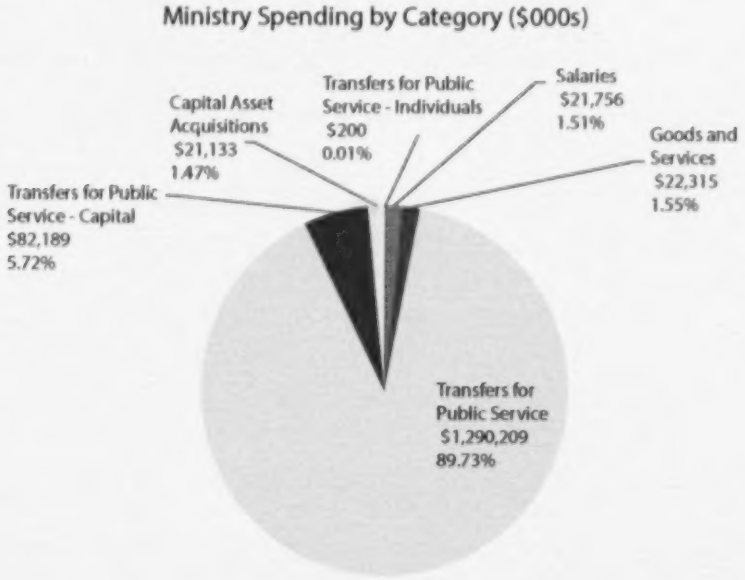
Ministry Spending by Category ($000s)
Capital Asset Acquisitions $21,133 1.47%
Transfers for Public Service - Individuals $200 0.01%
Salaries $21,756 1.51%
Goods and Services $22,315 1.55%
Transfers for Public Service - Capital $82,189 5.72%
Transfers for Public Service $1,290,209 89.73%

Photo Credit: Saskatchewan Watershed Authority, photo by Vicki East, Rafferty Reservoir

Highlights

The following are key announcements from the Ministry of Education's 2014-15 Budget:

- overall Education funding has increased by $52.4M, a 3.1 per cent increase from 2013-14;
- an increase of $19.2M is in the budget to support school divisions' current enrolment growth and projected increases of 2,140 students in 2014;
- $3.5M in new funding is in the budget for operating costs to open seven new schools in 2014 in Lloydminster, Swift Current, White City, Regina and Saskatoon;
- $4.1M in new funding is in the budget to proceed with: the replacement of two elementary schools in Regina - Sacred Heart Community School and École Connaught Community School; and major renovation projects of Sacred Heart School in Moose Jaw and St. Brieux School;
- $24.0M, a 23.6% increase, is in the budget for preventative maintenance and renewal, and emergency maintenance funding, for Saskatchewan schools;
- $43.5M in capital funding is in the budget to advance or complete a number of school capital projects including Langenburg, Gravelbourg, Martensville, Weyburn, Hudson Bay, Regina and Saskatoon;
- $815K in new funding is in the budget to implement Saskatchewan's Action Plan to Address Bullying and Cyber-Bullying;
- $1.2M in increased funding is in the budget to support 15 new Prekindergarten programs;
- an increase of $2.2M is in the budget to create 500 additional licensed child care spaces in 2014-15;
- $6.0M in funding, an increase of $3.0M, is in the budget for the continued response to recommendations from the SK-FSIN Joint Task Force on Improving Education and Employment Outcomes in Saskatchewan;
- $588K in new funding is in the budget to expand English as an Additional Language (EAL) supports in school divisions;
- a $2.0M increase is in the budget for CommunityNet bandwidth upgrades to increase internet speeds for rural schools and expand capacity in urban schools;
- the public library systems will see an overall operating increase;
- a number of Community Based Organizations (CBOs) will see a 1.0 per cent increase in funding; and,
- $200K in new funding is in the budget to provide Alternate Format Materials for students with disabilities.

For More Information

Please visit the Ministry's website at http://www.saskatchewan.ca/government/ministries/education for more information on the Ministry's programs and services.

Front Page Photo Credits

Canola and flax fields	*Biking, Narrow Hills Provincial Park*	*Over the Hill Orchards*	*Saskatchewan Legislative Building*
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Government of Saskatchewan